SCHOOL LEADERSHIP & MANAGEMENT

Contents of Volume 21, 2001

EDITOR
Brian Fidler, *University of Reading*

EDITORIAL BOARD
Brent Davies, *The University of Hull;* **Stephen Gorard,** *Cardiff University;* **Janet Ouston,** *University of Leicester;* **David Reynolds,** *University of Exeter;* **Neil Selwyn,** *Cardiff University;* **Geoff Southworth,** *University of Reading;* **Harry Tomlinson,** *Leeds Metropolitan University.*

INTERNATIONAL ADVISORY BOARD
Ibrahim Ahmad Bajunid, *Director, National Institute of Educational Management and Leadership, Malaysia;* **Roel Bosker,** *University of Twente, The Netherlands;* **Clive Dimmock,** *The Chinese University of Hong Kong, Hong Kong* and *The University of Western Australia;* **Wayne Edwards,** *Massey University, New Zealand;* **Alex Fung,** *Hong Kong Baptist University, Hong Kong;* **Peter Hill,** *University of Melbourne, Australia;* **Clive Hopes,** *German Institute for International Educational Research, Frankfurt, Germany;* **Reynold Macpherson,** *University of Auckland, New Zealand;* **Hanne Mawhinney,** *University of Ottawa, Canada;* **Stephen Murgatroyd,** *Athabasca University, Canada;* **Joseph Murphy,** *Ohio Principals Leadership Academy, USA;* **Priscilla Wohlstetter,** *University of Southern California, Los Angeles, USA.*

The Journal aims to be the first choice international journal for those involved in the study, understanding and practice of school leadership management and school development.

The following is a guide to Journal articles:

(1) Articles should be broadly concerned with some aspect(s) of school leadership management or school development.
(2) All articles will need to make a worthwhile contribution to knowledge or understanding of school leadership management or school development and be accessible to readers from other sectors and other school systems.
(3) All articles need to indicate their relevance to headteachers and other managers in school.
(4) Articles will generally need to identify the areas of school leadership, school development or management literature to which they relate and which they develop and also any wider policy issues which are relevant.
(5) Articles should normally be between 3000–5000 words in length.
(6) Articles may be of a number of types and the following are given as examples (not in any order of priority):
   (a) articles containing empirical results which include references to appropriate theoretical literature and other recently published empirical work; sufficient basic details of the range and scope of data collection will need to be given for readers to assess the validity and generalisability of the findings;
   (b) well-referenced and incisive articles which develop concepts or frameworks for thinking or apply general management literature to school leadership management or school development; such articles need to contain a section which is appropriately critical of the ideas and their application to schools;
   (c) well-referenced articles which develop a sustained argument for some change in practice in school leadership management or school development; such articles need to contain a section which is appropriately self-critical.

In all cases the articles will need to make clear the context of their applicability in terms of any key variables such as type of school or the educational system to which they relate.

Editorial correspondence should be addressed to the Editor, Brian Fidler, School Improvement and Leadership Centre, School of Education, University of Reading, Bulmershe Court, Earley, Reading RG6 1HY, UK (email: f.b.fidler@reading.ac.uk).

Books for review should be addressed to Harry Tomlinson, Principal Lecturer in Education Management, Leeds Metropolitan University, Beckett Park Campus, Leeds LS6 3QS, UK.

Research News contributions should be addressed to Neil Selwyn, Cardiff University, School of Social Sciences, Glamorgan Building, King Edward VII Avenue, Cardiff CF10 3WT, UK.

Business correspondence, including orders and remittances relating to subscriptions, back numbers and sample copies, should be addressed to the publisher: Carfax Publishing, Taylor & Francis Ltd, Customer Services Department, Rankine Road, Basingstoke, Hants RG24 8PR, UK. Tel: +44 (0)1256 813 002; Fax: +44 (0)1256 330 245.

Advertising
USA/Canada: The Advertising Manager, PCG, 875 Massachusetts Avenue, Suite 81, Cambridge, MA 02139, USA. Tel: +1 617 497 6514; Fax: +1 617 354 6875.
EU/Rest of World: The Advertising Manager, Taylor & Francis Ltd, PO Box 25, Abingdon, Oxon OX14 3UE UK. Tel: +44 (0)1235 401 000; Fax: +44 (0)1235 401 550.

School Leadership & Management is subject to a peer review process and is published four times a year (February, May, August and November) by Carfax Publishing Ltd, Taylor & Francis Ltd, 11 New Fetter Lane, London EC4P 4EE, UK. Tel: +44 (0)207 583 9855; Fax: +44 (0)207 842 2298. These four issues constitute one volume. An annual volume contents and author index is bound in the last issue of each volume.

ISSN 1363-2434

© 2001 Taylor & Francis Ltd

Contents of Volume 21, 2001

Number 1

Editorial

Context and Situation in Strategy Formation 5

Home-School Agreements: a true partnership?
Suzanne HOOD 7

Grounding Knowledge of Schools in Stakeholder Realities
Christopher DAY, Alma HARRIS & Mark HADFIELD 19

How School Leaders can Promote Teachers' Professional Development. An Account from the Field
Mieke CLEMENT & Roland VANDERBERGHE 43

Changing Classrooms Through Inspection
Christopher CHAPMAN 59

Achievement Against the Odds: the female secondary headteachers in England and Wales
Marianne COLEMAN 75

Preparation and Training for School Leadership: case studies of nine women headteachers in the secondary independent sector
Margaret MCLAY & Marie BROWN 101

Book Reviews 117

List of Referees 123

Number 2

Editorial 133

Special Feature: Education Action Zones

Education Action Zones: a new way of governing education? Foreword
Marny DICKSON & Sally POWER 137

Buying Power: the role of the private sector in Education Action Zones
Joe HALLGARTEN & Rob WATLING 143

The Perspective of an EAZ Director
Terry POWLEY 159

Education Action Zones and Democratic Participation
Marny DICKSON, David HALPIN, Sally POWER, David TELFORD, Geoff WHITTY & Sharon GEWIRTZ 169

Teachers Talking: teacher involvement in Education Action Zones
Janet THEAKSTON, Karen D. ROBINSON & John BANGS 183

Other Articles
Globalisation and the UK Competition State: no room for transformational leadership in education?
Mike BOTTERY 199

'I Changed My Management Style': the cross-gender transition of women headteachers in mid-career
Izhar OPLATKA 219

Research News 235

Reports on Books 239

Number 3

Editorial 253

Special Feature: Building Capacity for School Improvement
Introduction. Reforming Schools: building the capacity for change
Wayne SELLER 255

Building the Capacity for School Improvement
Alma HARRIS 261

Building Change Capacity Within Secondary Schools Through Goal-driven and Living Organisations
Lynne M. HANNAY, Cathy SMELTZER ERB & John A. ROSS 271

The Tension Between Organisational Sub-structures in Secondary Schools and Educational Reform
Jeroen IMANTS, Peter SLEEGERS & Bob WITZIERS 289

Other Articles
Rejecting Schools: towards a fuller understanding of the process of parental choice
Carl BAGLEY, Philip A. WOODS & Ron GLATTER 309

Management Teams in Education: an unequal music
Valerie HALL 327

Research News 343

Reports on Books 347

Number 4

Editorial 363

The Composition of Specialist Schools in England: track record and future prospect
Stephen GORARD & Chris TAYLOR 365

Foundation Schools and Admissions: the local dimension
Christine WISE, Lesley ANDERSON & Tony BUSH 383

Job Mobility and Premature Departure of Principals in Primary and Secondary Education in the Netherlands
Meta L. KRÜGER, Edith Van ECK & Ard VERMEULEN 397

From a Very Peculiar Department to a Very Successful School: transference issues arising out of a study of an improving school
Terry HAYDN 415

Potentially Aspiring Headteachers in Small Welsh Primary Schools: education professionals that policy makers forgot?
Mike WALLACE & Glyn ROGERS 441

Is the National Professional Qualification for Headship Making a Difference?
Trevor MALE 463

Research News 479

Reports on Books 485

Contents-pages and Contents 491